



Participation

Fall 2007

English Language Arts and Mathematics

Elementary School

Grades 3-5

Official Released Items

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The *Grades 3-5 Participation English Language Arts and Mathematics Assessment* was administered for the first time in Spring 2007. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 *Grades 3-5 Participation English Language Arts and Mathematics Assessment*. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

English Language Arts Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by strand)
Word Study	3	1	
Comprehension	3	1	
Expressing Ideas	4	1	
English Language Arts Item Subtotal	10	3	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Numbers and Operations	2	1	5 (varies by strand)
Measurement	3	1	
Geometry	4	1	
Data and Probability	1	0	
Mathematics Item Subtotal	10	3	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	20	6	10
Total Possible Points	120		

*3 points/item Primary Assessment Administrator + 3 points/item Shadow Assessment Administrator = 6 points possible/item

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Participation General Directions

- Prior to administration, review the assessment items. The Participation assessment uses two item formats: selected-response items and activity items. All items are scored with the Participation Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *2007/2008 MI-Access Coordinator and Assessment Administrator Manual* and the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program (www.mi-access.info) both contain examples on how the rubric should be applied.
- Selected-response items are designed to assess the English language arts (ELA) and mathematics Extended Grade Level Content Expectations (EGLCEs) created to link with the Michigan Curriculum Frameworks' Content Standards. Answer choices to the selected-response items are presented in the form of graphics on 8½ x 11 picture cards that students must view and respond to in order to answer the question. The picture cards must be presented twice, and the student must correctly respond twice for each of the selected-response items. Again, the P/SI Online Learning Program and MI-Access manual contain examples of how to present items with two choices.
- The activity items are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EGLCEs can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.
- All Participation selected-response items and some of the activity items require graphics. These have been provided as thumbnails in the booklet on the page containing the item and as separate full-page (8½ x 11) picture cards coded to the individual items for which they will be used. Prior to administration, review the items and corresponding picture cards to ensure that you have all of the required picture cards and that the correct graphics are used for the appropriate item.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- To accurately and reliably apply the scoring rubric and yield valid data, carefully review the "Scoring Rubric Flow Chart" included in the *2007/2008 MI-Access Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.
- If possible, plan observation times when the item/activity may typically occur. While some items will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the Primary Assessment Administrator (PAA). Shadow Assessment Administrators (SAA) can also be certified staff or school personnel (such as highly qualified paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- Both the PAA and SAA will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents, which are located in the assessment booklet following the assessment items. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity item observed. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's machine scannable student answer document using a number 2 pencil.

Section 1

English Language Arts

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly select 1 picture (that is paired with words) associated with a story that has been presented to the class. The choice will be made from a set of 2 related pictures (paired with words) from the story and 2 unrelated pictures (paired with words) during an instructional reading time/story discussion.

SCORING FOCUS: Using visual cues to recognize words

Item R2

ACTIVITY: The student will correctly answer 1 “yes/no” question related to a familiar school lunch or snack activity, such as “Do we go over there to eat?” or “Should I put the bowls in this cabinet?” during class lunch or snack time.

SCORING FOCUS: Responding to speech to reflect understanding

Item R3

ACTIVITY: The student will correctly use at least 1 courtesy word or phrase, such as “please,” “thank you,” or “it’s your turn,” while playing a game with peers during a classroom leisure time.

SCORING FOCUS: Responding and/or communicating with a variety of audiences



Do Not Continue.

Section 2

Mathematics

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the activity.

Item R1

ACTIVITY: The student will correctly indicate or demonstrate the next step in a specified sequence while involved in a familiar physical education, occupational therapy, or physical therapy routine. For example, the teacher or therapist could have three exercises labeled 1, 2, and 3. After the student completes the first exercise, he/she will correctly identify the second after being asked, "What comes next?"

SCORING FOCUS: Identifying position in a pattern or sequence

Item R2

ACTIVITY: The student will correctly distinguish between 2 coins and 2 other objects of similar size (e.g., buttons, bottle caps, etc.) during a familiar instructional routine. For example, the student could be shown 2 quarters and 2 buttons presented in a row and then be asked, "Which ones are coins?" or "Which ones are money?"

SCORING FOCUS: Distinguishing between coins and other objects of similar size/shape

Item R3

ACTIVITY: The student will correctly select the ball when presented with a ball and a cube during a familiar instructional or leisure activity. For example, the student could be presented with a tennis ball and a toy block and then be asked, "Which one is round?"

SCORING FOCUS: Identifying a sphere when given 2 objects



Do Not Continue.

Both the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity item observed. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's machine scannable student answer document using a number 2 pencil.

Student Name: _____

MI-Access Primary Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts**Item R1**

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

Mathematics**Item R1**

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code and a brief description of what is measured.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

English Language Arts		
Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	R.WS.e4.P.EG01a	Using visual cues to recognize words
		Comprehension
R2	L.RP.e4.P.EG03a	Responding to speech to reflect understanding
		Expressing Ideas
R3	S.CN.e4.P.EG02a	Responding and/or communicating with a variety of audiences
Mathematics		
Released Item Number	EGLCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Numbers and Operations
R1	N.ME.e4.P.EG01c	Identifying position in a pattern or sequence
		Measurement
R2	M.UN.e4.P.EG01c	Distinguishing between coins and other objects of similar size/shape
		Geometry
R3	G.GS.e4.P.EG02a	Identifying a sphere when given 2 objects



Michigan Department of Education
Office of Educational Assessment and Accountability
Assessment for Students with Disabilities Program
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(517) 241-4416
www.mi.gov/mi-access